Narrative Assessment of Adult Attachment Representations:

1) **Order of Presentation:** There are six different orders of presentation. For all orders we have either the three mother-child stories or the three adult-adult stories, but within the sets the specific order of story prompts is different. We vary the presentation in order to minimize bias in the experimenter’s presentation of the story prompts. The six orders are listed below. For every six subjects we run through the six orders.

- Baby’s Morning, Doctor’s Office, Trip to Park
- Doctor’s Office, Trip to Park, Baby’s Morning
- Trip to Park, Baby’s Morning, Doctor’s Office
- Camping Trip, The Accident, Shopping
- The Accident, Shopping, Camping Trip
- Shopping, Camping Trip, The Accident

2) **Word Prompts:** The six word prompt outlines are attached. We found it most efficient to construct six booklets that represent the six orders and assign subjects to different booklets. The point of varying the order is to prevent biases in the way experimenters run the subjects.

3) **Instructions:** The instruction sheet that we use is attached, along with some recommendations for effective implementation. We are working on a video showing one of our experimenters running a subject. That should be available soon.

4) **Manual:** Our manual presents sample narratives from each of the narrative word prompt outlines. We have developed a 7 point scale that represents the full range of scriptedness in the attachment narratives and the manual contains sample stories for each scale point from each word prompt outline.

Another point about the narrative assessment. Two of the six story outlines are neutral stories that were included to establish discriminant validity. We continue to use the full six story battery because we want some range in the story lines and not be too transparent about the purpose of these stories. Thus, we continue to collect them, but simply do not transcribe them from the audio tapes. The procedure, even with six stories, takes approximately 20-25 minutes.

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Instructions for Running Adult Subjects

Before you start, a couple of things:
- Write the subject # on the label of the tape
- Check which order of presentations needs to be given
- Let the subject read and sign the consent form, and give an extra copy for them to keep

Instructions
Tell subject that:
- We are interested in seeing how different people tell stories.
- This procedure has been used previously with children and we are trying it out to see if we can get the same results with adults too.

Show subject the first prompt word outline in the set. Tell them
- We have six story outlines in total to help you make up stories. The first three stories all deal with children, and the second three are more adult types of relationships. (Or vice depending on the order you are using.

Show them what the word outlines look like
- For each story you will be given the title of the story and then these lists of words to help you make up a story. If you look at the words, as you go down the first column, then move from the first column to the next and then to the next, the words give you a general outline or guide of what the story is supposed to be about. So, for example (use whichever story outline is first) in this case, “Baby’s Morning”, the basic outline is that “The mother and baby are playing on the blanket.”

Subjects pick up on this procedure quickly, so that should be enough to get them going. If they look confused or anything, you might want to go through the whole story.

Once they seem to have the procedure okay, tell them:
- What we have here is meant to give you a brief outline of the story. So, what I would like you to do is to use this as a starting point to try and come up with the best possible story you can tell me about a “Baby’s Morning”. So, you don’t have to use all the words if you don’t want to, you can change the order around, or you can change the words themselves. The main thing is that you make up the best story you think you can tell. In terms of length, I’d like it to be about a page long if it were written down, so you should put in as much information and as many details as you can. What I will do, is let you look at the words for a few minutes, so you can put together your story, and whenever you feel that you’re ready to tell the story, let me know and I will start the tape. One thing to remember is that once you are done, the stories will be transcribed, so if you need to stop in the middle of a story to think about it, or if you would like to start again, that’s no problem.

That’s about all.

*** Note: At the beginning of each story (when you start the tape), say the subject # and the name of the story. Stop the tape at the end of each story, while they get to look at the next set of words. With each every set of words, go through the basic procedure again – so:

Here is the next story, “Doctor’s Office”. Again it is exactly the same procedure as before. If you look down each column of words, it gives you the basic outline. So, “Tommy is riding his bike outside and he falls and gets hurt.” Again, I’d like you to come up with what you think is the best possible story you can tell about the “the Doctor’s Office” (name of story). So, have a look at the words, and let me know when you have come up with a story.

- Just keep doing this for each one.
1) “The Accident” story

In order to avoid some ambiguity about the story line, we are now introducing this story line as “Sue’s Accident”

2) Adult-Adult Stories

There is an occasional problem of children characters intruding into the stories, particularly if the participant first produces mother-child stories: The initial instructions do indicate that three of the stories deal with children, but there are also three that are about more adult type relationships. This should be reiterated as subjects move to the adult-adult stories, and can be restated for each story. We are also now recommending that the characters in the adult-adult stories be introduced as husband and wife, or as close partners (whatever works for your culture). We want to avoid stories about brother/sister, or people who are just friends. They do occur sometimes. (the neutral story is just two female friends though)

3) Time to think through the story

Our original instructions do detail this very well, but you might emphasize the appropriate parts when presenting the instructions. We’ve underlined some key statements on the instruction sheet that are designed to make sure that participants take their time to construct their story, and that they start their story when they are quite ready.

We also emphasize statements like “make up the best story you think you can tell” and “you should put in as much information and as many details as you can” to avoid really disjointed/brief stories.

Note: The manual gives you a sense of stories that you should obtain when the procedure is working well.
<table>
<thead>
<tr>
<th>Tommy</th>
<th>hurry</th>
<th>mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>bike</td>
<td>doctor</td>
<td>toy</td>
</tr>
<tr>
<td>hurt</td>
<td>cry</td>
<td>stop</td>
</tr>
<tr>
<td>mother</td>
<td>shot</td>
<td>hold</td>
</tr>
<tr>
<td>Mother</td>
<td>Hug</td>
<td>Teddy bear</td>
</tr>
<tr>
<td>----------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>Baby</td>
<td>Smile</td>
<td>Lost</td>
</tr>
<tr>
<td>Play</td>
<td>Story</td>
<td>Found</td>
</tr>
<tr>
<td>Blanket</td>
<td>Pretend</td>
<td>Nap</td>
</tr>
</tbody>
</table>
Trip to Park

Susie swings tired
bike sandbox bench
park game comics
friend run coke
<table>
<thead>
<tr>
<th>Jane</th>
<th>tent</th>
<th>campfire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bob</td>
<td>wind</td>
<td>shadow</td>
</tr>
<tr>
<td>bags</td>
<td>collapse</td>
<td>sounds</td>
</tr>
<tr>
<td>hurry</td>
<td>upset</td>
<td>hug</td>
</tr>
<tr>
<td>Sue</td>
<td>wait</td>
<td>home</td>
</tr>
<tr>
<td>-------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>road</td>
<td>Mike</td>
<td>dinner</td>
</tr>
<tr>
<td>accident</td>
<td>tears</td>
<td>bed</td>
</tr>
<tr>
<td>hospital</td>
<td>doctor</td>
<td>hug</td>
</tr>
</tbody>
</table>
An Afternoon Shopping

Emily

browse

hungry

car

buy

food

mall

money

talk

friend

gift

home